**Grade Two Rubric - Comprehend and Respond  
*Part 1 – Comprehension***

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| **Exceeding Expectations** | **Meeting Expectations** | **Beginning to Meet Expectations** | **Not Yet Meeting Expectations** |
| **Has a significant understanding and recall of what one views, listens to, and reads and provides insightful interpretations with evidence to support responses.** | **Has a good understanding and recall of what one views, listens to, and reads. Provides adequate interpretations and gives reasonable evidence to support responses.** | **Comprehends the basic ideas and understands most of what one views, listens to, and reads. Gives some interpretation and provides some evidence to support it.** | **Understands some or little of what one views, listens to, and reads and does not recall much of it. Gives simple or inadequate interpretations and little or no evidence to support responses.** |
| **Views** and explains independently the **key literal** and inferential ideas, **important details** (with support from the text), and how **elements** (such as colour, layout, medium, and special fonts) enhance and add meaning to fictional and informational texts.  **Listens** and **retells independently** the key literal and inferential ideas and important details (with support from the text); carries out a **series of related directions** accurately; **listens** closely to understand ideas and information heard in small and large groups.  **Reads** and retells independently the key events and elements of a story (including setting, characters, character traits, problem and solution, and sequence of key events) and the key ideas (with support from the text) and elements of informational texts (including main idea, supporting details, diagrams, glossary). | **Views** and explains (with support from the text) the key literal and inferential ideas (messages), important details, and how elements (such as colour, layout, medium, and special fonts) enhance and add meaning to fictional and informational texts.  **Listens** and retells (with support from the text) the key literal and inferential ideas (messages) and important details; carries out a **series of related directions** accurately; l**istens** to identify the important ideas and information heard in small- and large-group activities; follows oral directions and demonstrations.  **Reads** and retells (with support from the text) the key events and elements of a story (including setting, characters, character traits, problem and solution, and sequence of key events) and the key ideas and elements of informational texts (including main idea, supporting details, diagrams, glossary, bold font); responds to and answers literal and inferential questions. | **Views** and explains, with prompting, some of the key literal ideas (messages), important details, and some elements (such as colour, layout, medium, and special fonts) that enhance and add meaning to texts.  **Listens** and retells, with prompting, the main ideas (messages), the sequence, and some important details (e.g., 5Ws and H); **carries out**, with prompting, **a series of related directions; listens** to the ideas of others in small and large groups and connects to self.  **Reads** and retells, with prompting, most of the key events and some of the elements of a story (including where, when, who, problem and solution, and sequence of events) and the main ideas and elements of informational texts (including main idea, some supporting details, and some features such as diagrams, photographs, bold typeface); answers literal questions but not always inferential questions. | **Views** and identifies, with teacher modelling and prompting, a few of the key literal ideas (messages), some of the details, and some elements (such as colour, illustrations, and special fonts) that enhance and add meaning to fictional and informational texts.  **Listens** and retells, with teacher prompting, some of the main points (messages), the basic sequence, and some important details (e.g., 5Ws and H); **needs support to carry out a series of related directions**; **does not listen** to others or make connections to self in small- and large-group discussions.  **Reads** and, with teacher prompting, retells some of the key events and some of the elements of a story (e.g., where, when, who, problem and solution, and sequence of events) and some of the main ideas and elements of informational texts (e.g., a main idea, some supporting details, and some features such as illustrations, photographs, bold typeface); answers literal questions. |

**Grade Two Rubric - Comprehend and Respond  
*Part 2 – Use of Strategies***

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| **Exceeding Expectations** | **Meeting Expectations** | **Beginning to Meet Expectations** | **Not Yet Meeting Expectations** |
| **Feels confident using task-relevant strategies before, during, and after viewing, listening, or reading.** | **Uses, with practice and teacher support, before, during, and after strategies relevant to the task.** | **Uses, with prompting and support, a few before, during, and after viewing, listening, and reading strategies. Does not always know when to apply them to a new task.** | **Requires repeated modelling of before, during, and after viewing, listening, and reading strategies and continuous coaching on when and how to use them.** |
| Uses, independently, active **before, during, and after viewing, listening, and reading strategies** (e.g., activating prior knowledge, identifying informational needs, predicting and confirming, self-monitoring, comparing, identifying key messages and details, drawing inferences).  **Explains** favourites and **reflects on ability to view, listen, and read**.  Reflects and **sets goals** for viewing, listening, and reading.  **Reads** smoothly, accurately, and with expression to add interest and achieve a particular effect.  **Sustains silent reading independently** for at least 20 minutes a day. | Uses before, during, and **after viewing, listening, and reading strategies** (e.g., making connections, predicting and confirming, asking questions, drawing inferences, making connections to self, other texts, and the world, identifying main ideas; recognizing cause and effect; beginning to self-monitor and re-view, re-listen, reread as a fix-up strategy; summarizing, drawing conclusions).  **Identifies** what good viewers, listeners, and readers do, and **reflects on own abilities** to view, listen, and read.  **Sets goals** for viewing, listening, and reading.  **Reads** smoothly and accurately aloud with fluency, expression, and comprehension.  Reads at a reasonable rate with fluent pacing (70-100 wcpm orally; 95-145 silently).  **Sustains silent reading independently** for at least 15 minutes. | Uses, with prompting, some effective **before, during, and after viewing, listening, and reading strategies** (e.g., predicting, making connections to self and world, drawing comparisons, making basic inferences, summarizing) to construct meaning.  **Identifies**, with teacher guidance, what good viewers, listeners, and readers do.  **Sets,** with teacher guidance, **goals for viewing, listening, and reading**.  **Listens with respect**; makes appropriate personal connections; sets goals for listening.  **Works toward more fluency** at a reasonable rate; identifies and attends to commas and quotation marks during reading; experiments with expression to make reading sound interesting.  **Sustains silent reading** for at least 10 minutes). | Uses, with teacher modelling and much prompting, some **before, during, and after** strategies (e.g., making some personal connections, asking questions, predicting, looking for details, thinking aloud, noting key details, recalling details, identifying likes and dislikes) when viewing, listening, and reading.  **Reflects**, with teacher guidance, **on viewing, listening, and reading.**  **Sets**, with teacher guidance**, goals for viewing, listening, and reading.**  **Listens, with some promptin**g.  **Works toward more fluency** but will sometimes read word-by-word; “reads” the punctuation |

**Grade Two Rubric - Comprehend and Respond  
*Part 3 – Cues and Conventions***

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| **Exceeding Expectations** | **Meeting Expectations** | **Beginning to Meet Expectations** | **Not Yet Meeting Expectations** |
| **Uses confidently and consistently the cues and conventions of communication and language to construct meaning.** | **Uses the cues and conventions of communication and language to construct meaning.** | **Uses some of the cues and conventions of communication and language to construct meaning.** | **Has an uncertain grasp of the basic cues and conventions of communication and language to construct meaning.** |
| Recognizes and sets, independently, a purpose for viewing, listening, and reading; identifies possible intended audiences.  Recognizes, independently, the text structures and elements of the text, and explains why author/creator might have chosen to include certain elements.  Recognizes sentence form and variety in various text forms and their effect.  Recognizes, consistently, high-frequency and irregularly spelled words; recognizes word play and how words are used figuratively.  Knows most sound-letter combinations and uses, automatically, decoding skills for unfamiliar words.  Identifies the medium and key elements and details such as colour, form, shape, size, movement, and space and how they enhance meaning. | Identifies the purpose of familiar text forms and recognizes possible intended audiences.  Identifies the type of text, the structures (e.g., main point and examples, cause and effect, goal/problem/solution), and the elements (e.g. diagrams, charts, bold typeface) of various text forms (e.g., fiction, non-fiction, legends, riddles, videos, poems, songs, and oral presentations).  Identifies how word order and sentence punctuation clarify meaning.  Recognizes accurately most high-frequency words (e.g., 200) and irregularly spelled words in grade-appropriate texts; uses knowledge of common syllable types (vowel teams, “r” controlled) and patterns to decode one-syllable “regular” words (e.g., shade) and some multi-syllabic words (e.g., uncurled); understands new concept words; recognizes word play (e.g., homonyms, synonyms, and repetition) and begins to recognize how words are used figuratively.  Knows all grade 2 sound-letter combinations; decodes unfamiliar words in context; recognizes rhyming and alliteration; recognizes sounds heard in multi-syllable words.  Identifies key elements, details (e.g., colour, layout, shape, form, size, fonts, music, props, tone), and the medium and, with teacher guidance, understands how they enhance meaning. | Identifies, with prompting, a purpose for viewing, listening, and reading.  Identifies, with prompting, the structures and elements of various text forms (e.g., fiction, non-fiction, poem).  Identifies how word order and sentence punctuation clarify meaning in simple sentences.  Knows some grade-appropriate high-frequency and irregularly spelled words.  Knows some grade 2 sound-letter combinations; uses, inconsistently, decoding skills to identify unknown words in context; identifies, with prompting, word play (e.g., rhyming, repetition, and alliteration).  Identifies, with prompting, key elements and details (e.g., colour, form, shape, size, movement, and space) | Recognizes, with teacher modelling and guidance, a purpose for viewing, listening, and reading and possible intended audiences.  Identifies, with teacher guidance and modelling, some of the basic structures and elements of text forms (e.g., fiction, informational texts, poems).  Recognizes, with teacher guidance and modelling, basic sentence structures (e.g., subject-verb) and notices word order and sentence end punctuation.  Knows some high-frequency and irregularly spelled words; understands some general concept words.  Knows a few grade 2 sound-letter combinations; uses decoding skills inconsistently.  Identifies, with teacher modelling and guidance, key elements (e.g., colour, form, shape, size, movement, and space) to construct meaning from visual text and begins to understand |